

## **WS 100-003: Introduction to Women's Studies Fall 2010**

Instructor: Kristina Gupta

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Office Hours: M 11:00am-12:30pm or by appointment

Office Location: Candler Library 129B

Course Meeting Time: MWF 9:35-10:25am

Course Meeting Location: Candler Library 120

### **Course Overview**

This course is designed to provide an introduction to many of the key topics, debates, methods, and theoretical paradigms in the field of women's studies. Throughout the course, we will be guided by a number of questions: What is and what should be included in the field of women's studies? What is gender and how can gender be used as a category to analyze institutions (such as the state and the family) and texts (such as novels and films)? What is the relationship between gender and other social categories such as race, class, and sexuality? What is power and how is power related to gender, race, class, and sexuality? It is my hope that you will use this course to discover what excites and interests you most within the field of women's studies, so you can pursue those interests in greater depth during your time at Emory.

### **Course Goals**

1. To become familiar with major debates, key theoretical concepts, and foundational scholars and texts in the field of Women's Studies
2. To develop your skills in the area of critical reading and analysis, research, writing, and oral expression

### **Course Texts**

Eli Clare, *Exile and Pride: Disability, Queerness, and Liberation* (2009)

All other readings will be available on Reserves Direct. You are required to bring hard copies of all assigned readings to class.

## **Assignments**

**Reading Quizzes:** At least once a week, a short "pop" quiz will be administered on the readings. The quiz will assess your understanding of the author's main arguments. Your lowest quiz score will be dropped. There will be no make-up quizzes if you are absent. (20%)

**"Media Time":** At the beginning of the semester, everyone will sign up for one "media time" presentation. For this presentation, you will bring in an item from the popular media (i.e. newspaper article, video clip, song, advertisement, etc.) related to the course. You will have 10 minutes to present your item. You should spend about 5 minutes explaining and presenting your item and about 5 minutes *explicitly* relating your item to at least one reading from the course. Your grade will be determined by how well you relate the item to a specific course reading. (10%)

**Participation:** This course is primarily a discussion-based course. Your participation is essential. Quality participation includes both contributing thoughtfully to the discussion and listening and responding respectfully to others. Separate guidelines for discussion will be distributed. Please expect to be called on at any time. (10%)

**Short Essays:** There will be two short essays, due September 22 and October 29. For each essay, an essay question will be distributed in class two weeks prior to the essay's due date. Each essay will ask you to draw on course readings to respond to a specific question. Each essay will be 4-5 pages in length. (15% for each essay; 30% total)

**Final Paper:** For the final paper, you will be asked to choose a question of interest to you related to the course, and to answer this question drawing on course readings and some outside research. More guidelines will be distributed. Your preliminary question will be due on October 20. An annotated bibliography will be due on November 19. An outline for the paper will be due on December 3. The final paper will be 7-8 pages in length. The final paper is due on the day of our final exam period and you will present your paper informally during our final exam period. If you would like to do a final project (i.e. film, art installation, activist project, service project) instead of a final paper, you must speak to me about it before October 20 and we will develop individual guidelines for your project. (30%)

### Policies

**Absences:** Attendance is required. You are allowed up to three absences without penalty. Additional absences will result in a lower grade in the course.

**Late Work:** All work is due at the beginning of class on the due date listed. Late work will not be accepted.

**Writing:** A style and citation guide will be distributed in class. If you are having difficulty with your writing please come see me during my office hours or make arrangements to get extra help at the writing center.

#### Grades:

A	100-94%	B-	83-80%	D+	69-67%
A-	93-90%	C+	79-77%	D	66-60%
B+	89-87%	C	76-74%	F	<60%
B	86-84%	C-	73-70%		

**Academic Honesty:** You are required to abide by the Emory Honor Code, available online at [http://college.emory.edu/current/standards/honor\\_code.html](http://college.emory.edu/current/standards/honor_code.html). All cases of suspected academic dishonesty will be referred to the Emory Honor Council.

**Special Needs:** If you need an accommodation for any type of physical, medical, or learning disability, please meet with me as soon as possible. In addition, if you have not already done so, you need to contact the Office of Disability Services at (404) 727-9877.

**Revisions to Syllabus:** I reserve the right to make changes to this syllabus as needed. Revisions will be posted on Blackboard.

## Course Schedule

### Introduction

8/25: Introduction to the Course

8/27: Gender as a Category of Analysis I

1. Judith Lorber, "Night to His Day: The Social Construction of Gender" (1995); pp. 13-36

Key terms: sex, gender, social construction

8/30: Gender as a Category of Analysis II

1. Michael Kimmel, "Masculinity as Homophobia" (2005); pp. 25-42

### Some History: The Women's Movement in the U.S.

9/1: The First Wave

1. Estelle Freedman, "Chapter 3: Women's Rights, Women's Work, and Women's Sphere" from *No Turning Back* (2003); pp. 45-72
2. Angela Davis, "Racism in the Woman Suffrage Movement" (1981); pp. 70-87

9/3: The Second Wave I

1. Jo Freeman, "The Women's Liberation Movement: Its Origins, Organizations, Activities and Ideas" (1979); pp. 426-434
2. Ti-Grace Atkinson, "Radical Feminism and Love" (1974); pp. 41-45

Key terms: patriarchy

9/6: Labor Day Holiday – No Class

9/8: The Second Wave II

1. Audre Lorde, "The Uses of Anger: Women Responding to Racism" (1981); pp. 124-133
2. Gloria Anzaldúa, "La Conciencia de la Mestiza/Towards a New Consciousness" (1987); pp. 427-441

Key terms: difference, coalition

9/10: The Third Wave

1. Rebecca Walker, "Becoming the Third Wave" (1992); pp. 397-401
2. Jennifer Baumgardner and Amy Richards, "Manifesta: Young Women, Feminism, and the Future" (2000); pp. 598-606

### What is Women's Studies?

9/13: Intervening in the Disciplines

1. Gerda Lerner, "The Challenge of Women's History" (1979); pp. 133-144

9/15: Feminist Epistemologies

1. Uma Narayan, "The Project of Feminist Epistemology: Perspectives from a Non-Western Feminist" (1989); pp. 308-317

Key terms: standpoint theory, situated knowledges

9/17: Feminist Methods

1. Anne Opie, "Qualitative Research, Appropriation of the 'Other' and Empowerment" (1992): pp. 52-69

9/20: Review Class

9/22: Doing Research

### **FIRST SHORT PAPER DUE**

#### **Sites for Analysis/Intervention: The State and Politics**

9/24: Violence Against Women I

1. Catherine MacKinnon, "Chapter 9: Rape: On Coercion and Consent" from *Toward a Feminist Theory of the State* (1989); pp. 171-184

Key terms: public/private

9/27: Violence Against Women II

1. Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (1991); pp. 1241-1299

Key terms: intersectionality, Critical Race Theory

9/29: Welfare Reform and Gender, Race, and Class

1. Gwendolyn Mink, "Aren't Poor Single Mothers Women? Feminism, Welfare Reform, and Welfare Justice" (1999); pp. 171-188

#### **Sites for Analysis/Intervention: Work and the Economy**

10/1: Women in the Paid Labor Force

1. Virginia Valian, "Beyond Gender Schemas: Improving the Advancement of Women in Academia" (2005); pp. 198-213
2. Barbara Ehrenreich, "Maid to Order: The Politics of Other Women's Work" (2000); pp. 85-103

Key terms: wage gap, occupational segregation

10/4: Women in the Transnational Labor Market

1. Cynthia Enloe, "Tracking the Militarized Global Sneaker" (2007); pp. 19-38
2. Maria Patricia Fernandez-Kelly, "Maquiladoras: The View from the Inside" (1997); pp. 203-215

10/6: Women's Unpaid Labor

1. Lourdes Beneria, "Accounting for Women's Work: The Progress of Two Decades" (1997); pp. 112-118
2. Micaela di Leonardo, "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship" (1987); pp. 440-453

Key Terms: the second shift, reproductive labor, caring work

10/8: A Case Study: Sex Work

1. Kamala Kempadoo, "Women of Color and the Global Sex Trade: Transnational Feminist Perspectives" (2001); pp. 28-51

10/11: Fall Break – No Class

#### **Sites for Analysis/Intervention: The Family, Reproduction, and Sexuality**

## 10/13: The Family as a Site of Oppression

1. Stephanie Coontz, "The Way We Wish We Were: Defining the Family Crisis" (1992); pp. 8-22

## 10/15: Reproductive Rights

1. Betsy Hartmann, "Women, Population and the Environment: Whose Consensus? Whose Empowerment?" (1997); pp. 293-302
2. Sonia Correa and Rosalind Petchesky, "Reproductive and Sexual Rights: A Feminist Perspective" (1994); pp. 119-132

## 10/18: Contesting Heterosexualities I

1. Anne Koedt, "The Myth of the Vaginal Orgasm" (1970); pp. 198-207
2. Luce Irigaray, "When Our Lips Speak Together" (1977); pp. 205-218

## 10/20: Contesting Heterosexualities II

1. Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence" (1980); pp. 11-48

**PRELIMINARY QUESTION FOR FINAL PAPER DUE****Sites for Analysis/Intervention: Culture and the Media**

## 10/22: Popular Culture

1. bell hooks, "Madonna: Plantation Mistress or Soul Sister" (1992); pp. 157-64
2. Sarah A. Matheson, "The Cultural Politics of Wife Swap: Taste, Lifestyle Media, and the American Family" (2007); pp. 33-47

## 10/25: Advertising

1. Jean Kilbourne, "The More You Subtract, the More You Add": Cutting Girls Down to Size" (2000); pp. 258-267
2. Evelyn Nakano Glenn, "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners" (2008); pp. 281-302

## 10/27: Review

## 10/29: Writing Up Your Research

**SECOND SHORT PAPER DUE****Newer Paradigms**

## 11/1: Feminist Spaces and Places

1. Dolores Hayden, "What Would a Non-Sexist City Be Like?" (1980); pp. 503-518

## Extra Credit Assignment: Feminist Theme Floor Proposal

## 11/3: Transnationalist Feminisms I

1. Cynthia Enloe, "Nationalism and Masculinity" (1989); pp. 42-64

## 11/5: Transnationalist Feminisms II

1. Uma Narayan, "Chapter 3: Cross-Cultural Connections, Border-Crossings, and 'Death by Culture'" from *Dislocating Cultures* (1997); pp. 81-117

## 11/8: Transnationalist Feminisms III

1. Amrita Basu, "Introduction" from *The Challenge of Local Feminisms: Women's Movements in Global Perspective* (1995); pp. 1-21

2. Bina Agarwal, "The Gender and Environment Debate: Lessons from India" (1997); pp. 68-74

11/10: Poststructuralist Feminisms I

1. Joan W. Scott, "Deconstructing Equality-Versus-Difference: Or, the Uses of Poststructuralist Theory for Feminism" (1988); pp. 30-50

11/12: Poststructuralist Feminisms II

1. Sara Salih, "Why Butler" (2002); pp. 1-15
2. Judith Butler, "Bodily Inscriptions, Performative Subversions" (1990); 163-180

11/15: Queer Theory I

1. Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (1984); pp. 3-44

11/17: Queer Theory II

1. Lisa Duggan, "Making It Perfectly Queer" (1991); pp. 149-163

11/19: Transgender and Intersex Studies

1. Susan Stryker, "Transgender Feminism: Queering the Woman Question" (2007); pp. 59-68
2. Cheryl Chase, "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism" (1998); pp. 189-211

#### **ANNOTATED BIBLIOGRAPHY FOR FINAL PAPER DUE**

11/22: Disability Studies

1. Susan Wendell, "The Social Construction of Disability" (2000); pp. 104-111

11/24: Thanksgiving – No Class

11/26: Thanksgiving – No Class

11/29: Eli Clare, *Exile and Pride*

1. Eli Clare, "Preface," "A Note About Gender," and Chapters 1-3 from *Exile and Pride* (2009)

12/1: Eli Clare, *Exile and Pride*

2. Eli Clare, Chapters 4-6 from *Exile and Pride* (2009)

12/3: Eli Clare, *Exile and Pride*

1. Eli Clare, Chapters 7-9 from *Exile and Pride* (2009)

#### **OUTLINE FOR FINAL PAPER DUE**

12/6: Review Class

12/9 (4:30-7:00pm): Final Exam Period

**FINAL PAPER DUE**

**INFORMAL STUDENT PRESENTATIONS**